



# Campus Diversity: Impact on Student Experience and Outcomes

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# Background



diversity *noun*

BrE /daɪ'vɜːsəti/ ; NAmE /daɪ'vɜːrsəti/ 

- the state of being diverse; variety.
- unlikeliness
- [uncountable] the condition of having composed of different elements, the inclusion of different types of people (such as races, culture)

## diversity



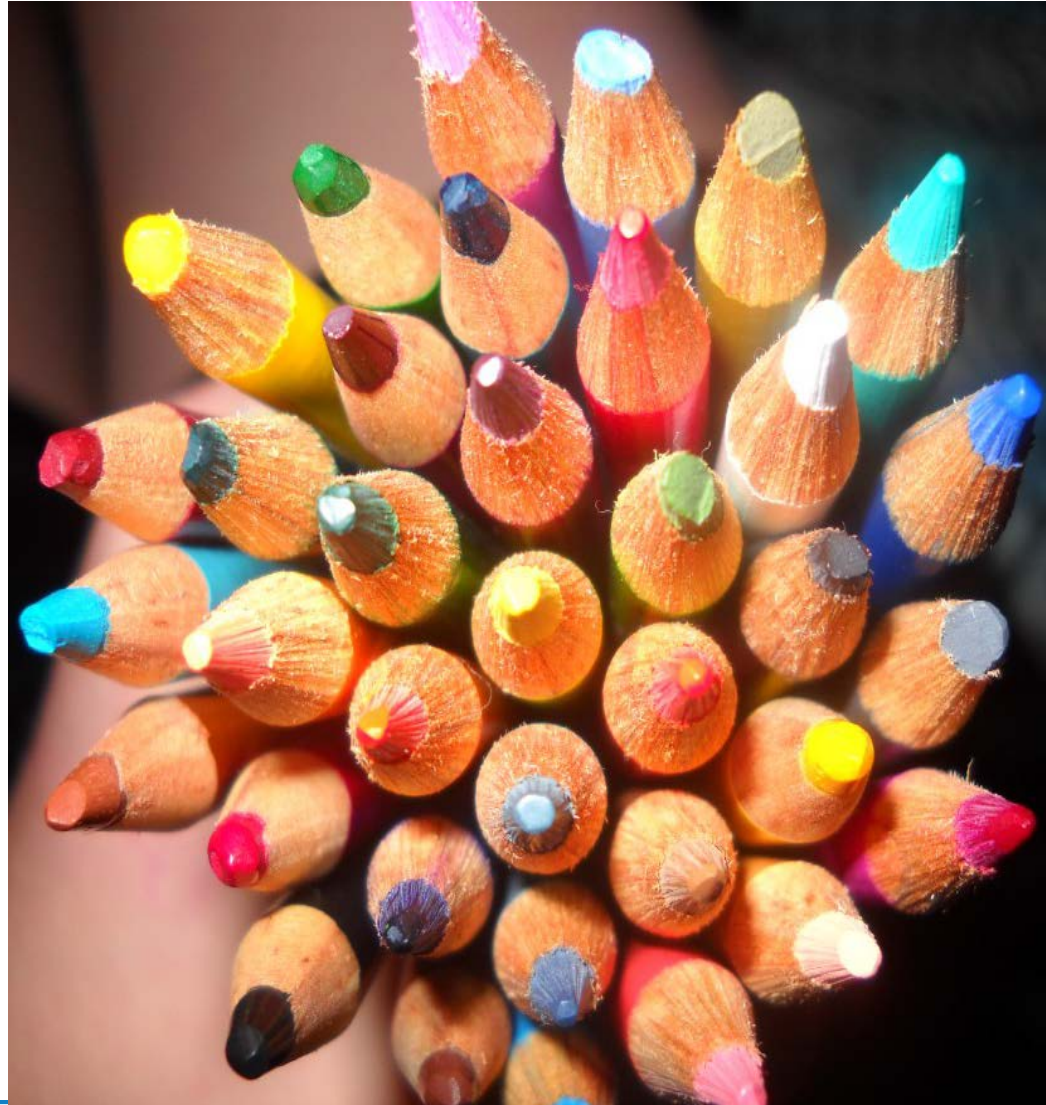
UK



US



**C1** the fact of many different types of things or people being included in something; a range of different things or people:



# Background

- Diversity is defined as all characteristics and experiences that define each of us as individuals.
- Diversity includes Race and Ethnicity, Gender, Religious beliefs, Political beliefs, Socio-economic status, Disability, Immigration status, and Sexual Orientation.
- A diverse environment aims to create an inclusive culture that values and benefits from the contributions of all individuals.
- Hypothesis -> Campus Diversity has positive impact on students experience and outcomes.

# Previous Research on Diversity

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A racially diverse campus environment has a positive relationship with:

- Educational outcomes
- Beliefs that diversity is important
- Discussion of and engagement with diversity activities

Discussion of and engagement with diversity activities/Cultural engagement have a positive relationship with:

- Educational outcomes
- College satisfaction
- Academic self-efficacy/confidence
- Sense of belonging

# Previous Research on Diversity

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Campus commitment to diversity and inclusion has a positive impact on:

- Student academic success
- Personal growth
- Strengthening community

# Research Questions

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- How do students with different backgrounds perceive diversity on campus?
- What effect does diversity have on the college experience of UC students?
- For students with similar backgrounds, do students in more diverse environments have better academic and social outcomes?

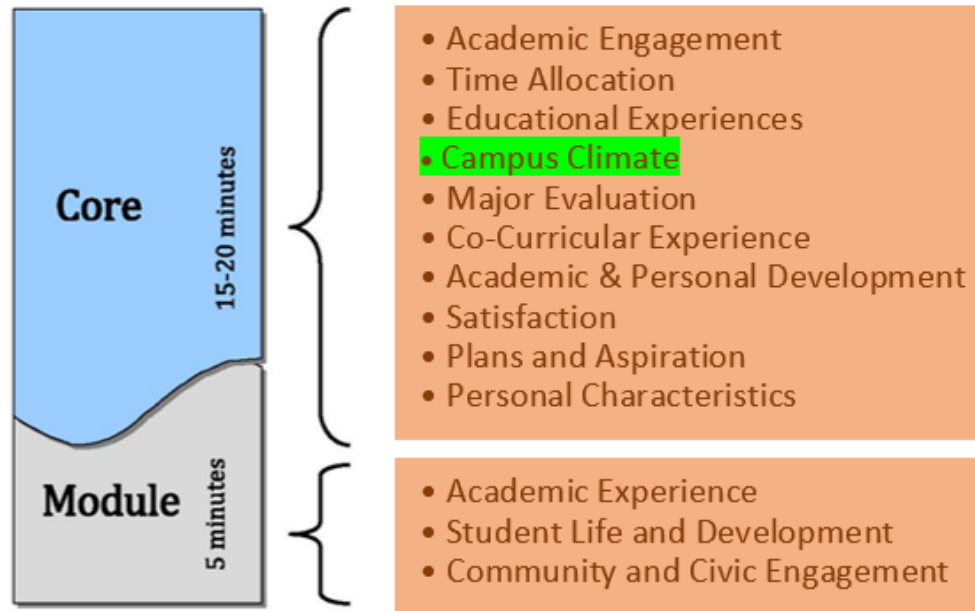
# UC Undergraduate Experience Survey

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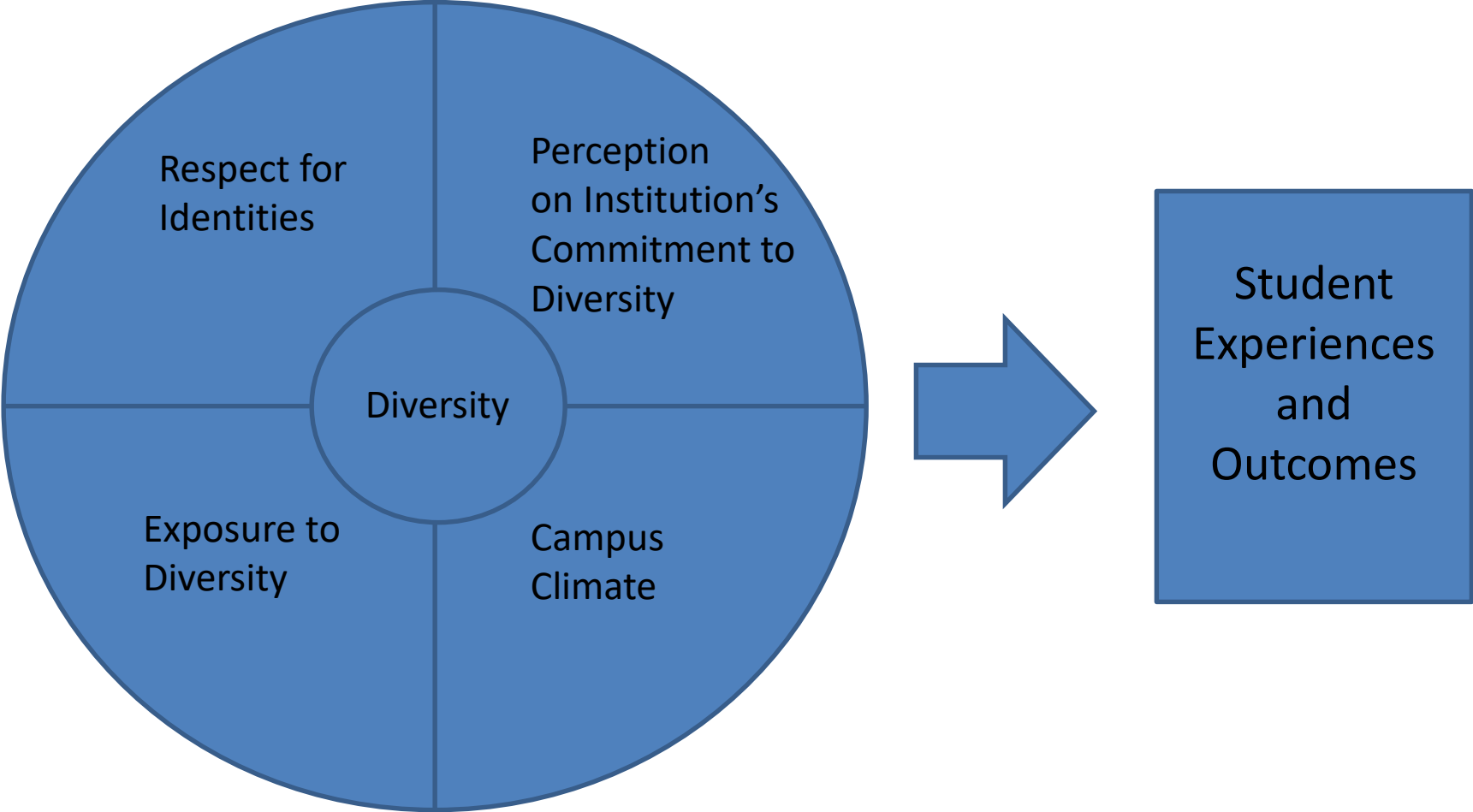
## UCUES 2018

- UCUES: biennial systemwide population survey
- Population: 208,205 current freshman, sophomores, juniors and seniors
- Response rate: 33% (67,894 undergraduates)

## Contents and Structure



# Methodology: Diversity Operationalized





# Methodology: Key Independent Variables

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<b>Construct: Respect for identity (8 items), <math>\alpha = 0.90</math></b>	<b>Loading</b>
Student of my ___ is respected on this campus: Ethnicity	0.833
socio-economic status	0.826
gender	0.795
religious beliefs	0.776
political beliefs	0.67
sexual orientation	0.745
immigration background	0.769
disability or condition	0.746

<b>Construct: Campus Climate (8 items), <math>\alpha = 0.91</math></b>	<b>Loading</b>
Comfort with the campus climate for diversity and inclusiveness on campus	0.889
Comfort with the campus climate for diversity and inclusiveness in major	0.861
Comfort with the climate for diversity and inclusiveness in classes	0.891
UC [CAMPUS] is a safe and secure campus	0.806
UC [CAMPUS] is a welcoming campus	0.85

# Methodology: Key Independent Variables

Construct: Perception on Institution's Commitment to Diversity (4 items), $\alpha=0.91$	Loading
Administration's commitment to promoting respect for differences	0.843
Faculty's commitment to promoting respect for differences	0.819
This campus values diversity	0.832
This campus values students opinions	0.814

Construct: Exposure to Diversity (9 items), $\alpha=0.93$	Loading
gained a deeper understanding of other perspectives through interactions with fellow students because they differed in the following ways:	
Religious beliefs	0.767
Political opinions	0.764
Nationality	0.846
Race or ethnicity	0.855
Gender	0.854
Sexual orientation	0.855
Social class	0.824
Physical disabilities	0.764
Learning or psychological disabilities	0.748

# Methodology: Key Dependent Variables

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<b>Construct: Academic Engagement (7 items), <math>\alpha=0.887</math></b>	<b>Loading</b>
Contributed to a class discussion	0.804
Brought up ideas or concepts from different courses during class discussions	0.843
Asked an insightful question in class	0.857
Found your courses so interesting that you did more work than was required	0.743
Communicated with the instructor outside of class about issues and concepts derived from a course	0.774
Made a class presentation	0.632
Had a class in which the professor knew or learned your name	0.735

# Methodology

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## Outcome Variables

- Cumulative UC GPA
- Academic engagement
- Student Satisfaction
- Sense of belonging

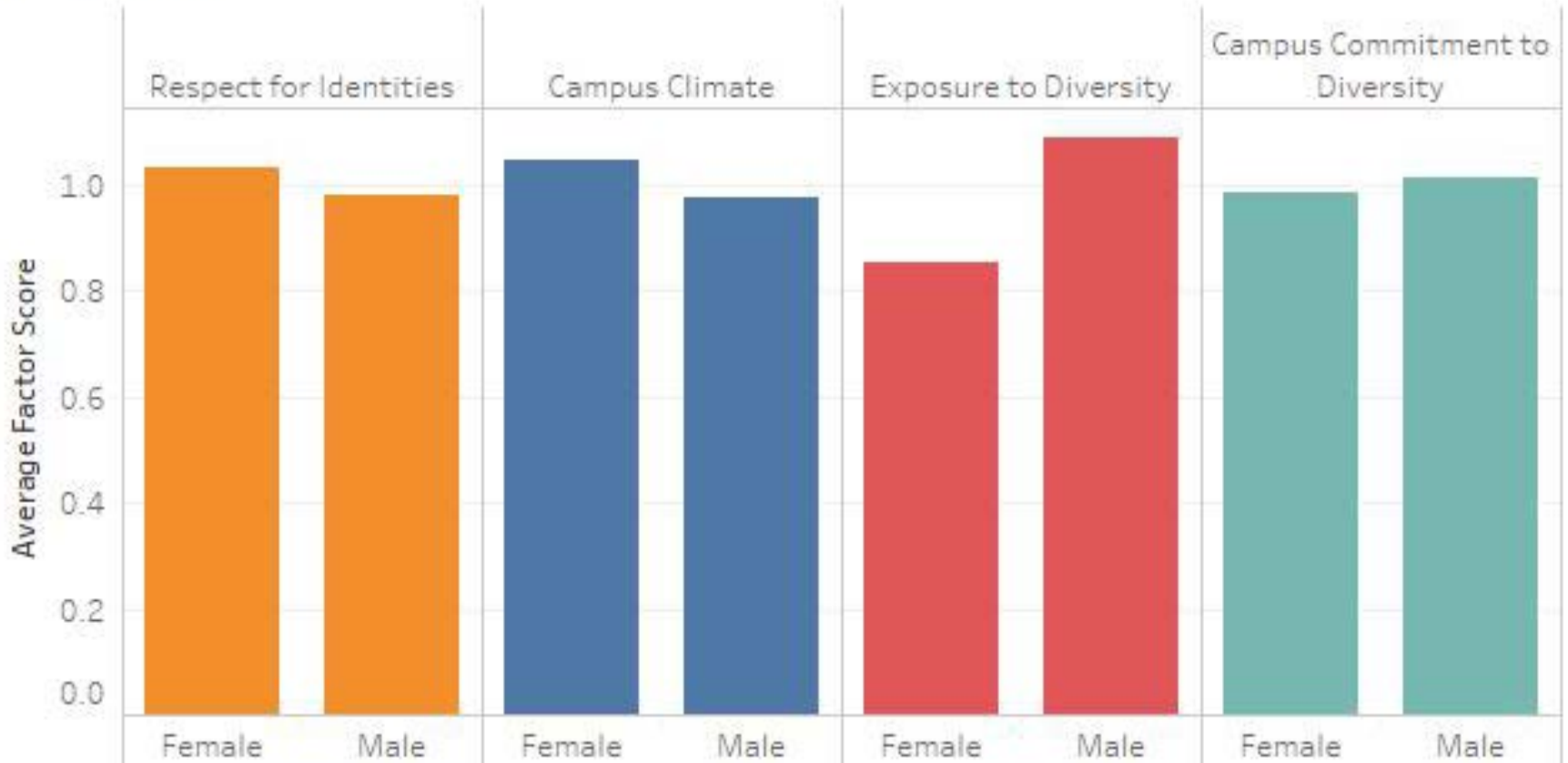
## Background Variables

- Gender
- Ethnicity
- Matriculation status
- Campus affiliation
- First-generation
- Major discipline

# Diversity Score by Gender

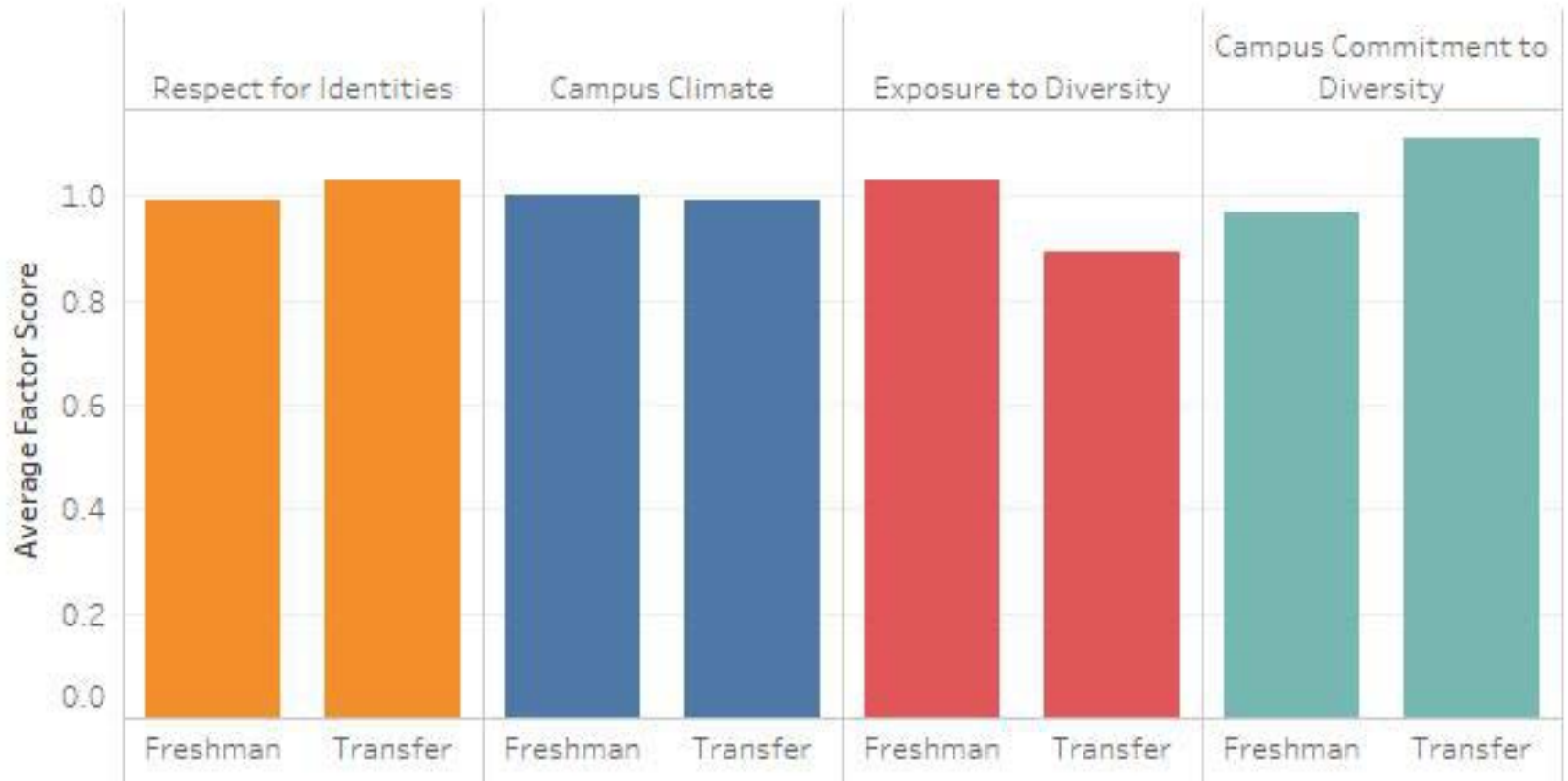
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## By Gender



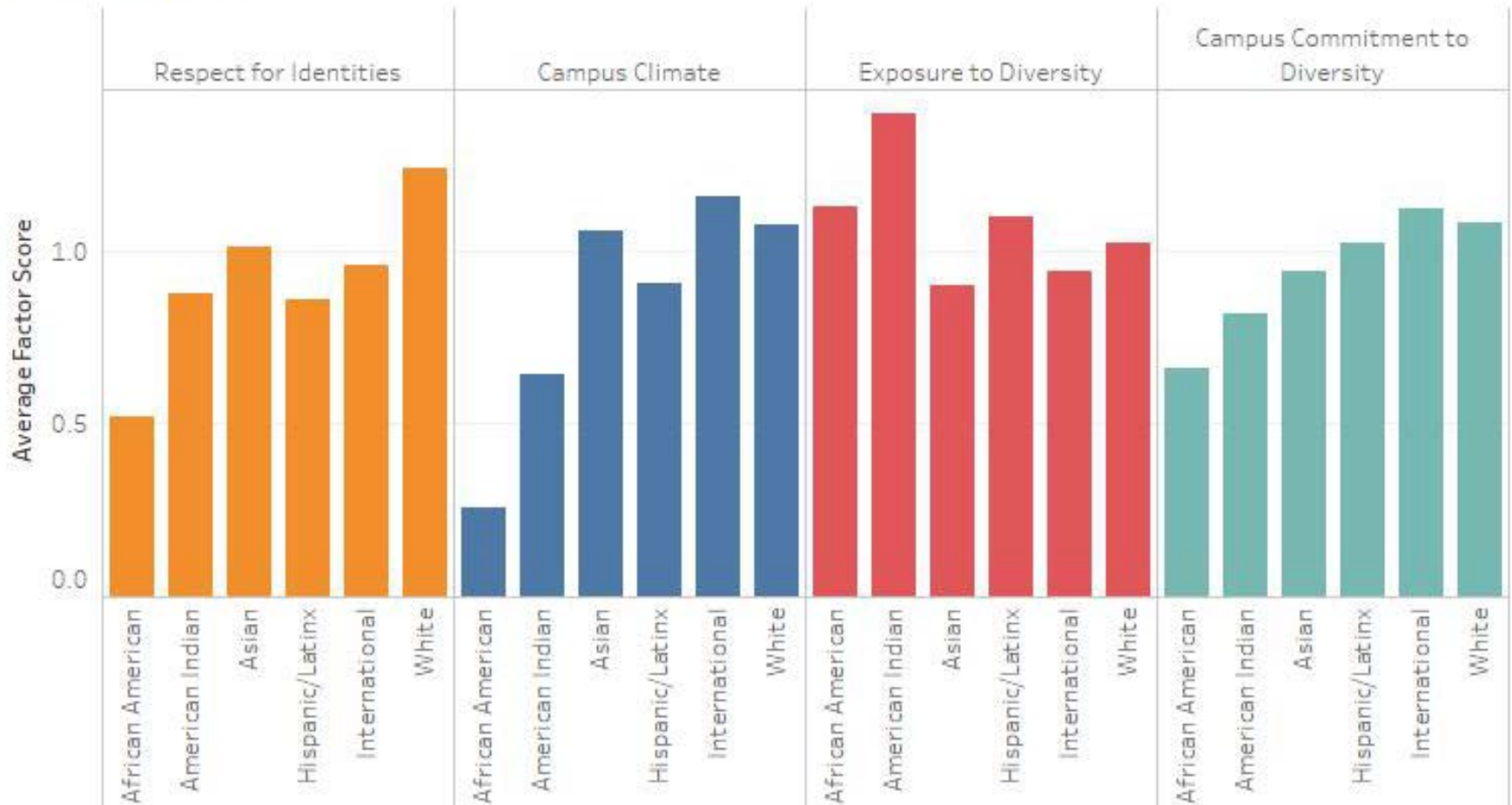
# Diversity Score by Matriculation

## By Matriculation



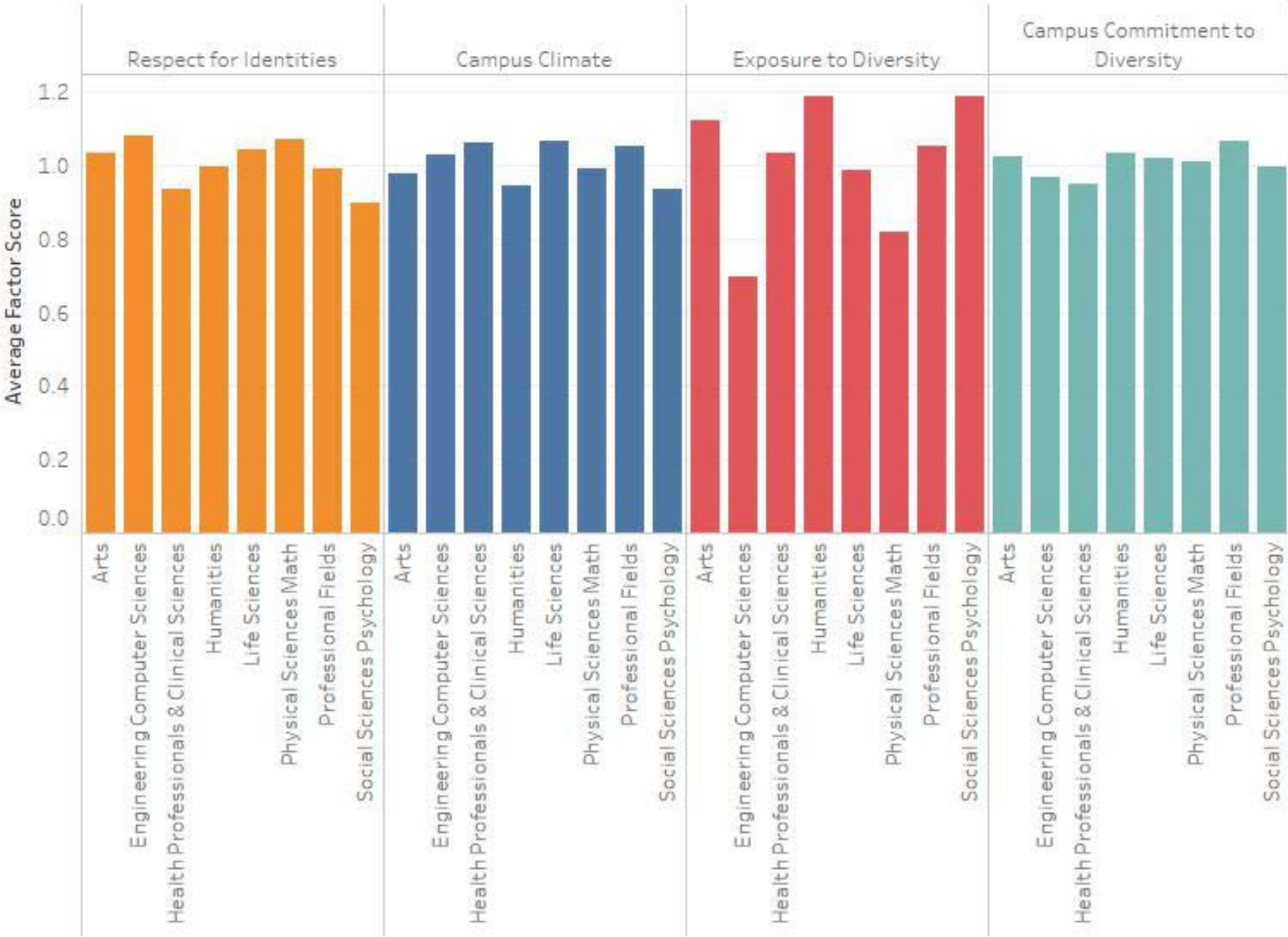
# Diversity Score by Ethnicity

By Ethnicity



# Diversity Score by Discipline

By Discipline





# Effects of Diversity on College Outcomes & Experience

Predictors	Parameter	Cumulative GPA	Academic Engagement	Student Satisfaction	Sense of Belonging
Diversity	Respect to Identities	0.044	-0.034	-0.018	-0.003
	Campus Climate	-0.008	0.066	0.208	0.270
	Exposure to Diversity	-0.007	0.249	0.146	0.112
	Campus Commitment to Diversity	0.036	0.071	0.338	0.347
Gender (ref=Female)	Male	-0.026	0.089	0.012	-0.007
Ethnicity (ref=White)	American Indian	-0.006	0.004	-0.004	-0.009
	Asian	-0.071	-0.134	-0.049	-0.032
	African American	-0.068	0.031	0.008	0.000
	Hispanic/Latinx	-0.188	-0.076	-0.022	-0.005
	Multi-ethnicity	-0.035	-0.027	0.002	-0.006
	International	-0.039	0.035	-0.028	-0.016
	Pacific Islander	-0.029	-0.008	0.000	-0.001
Applicant status (ref=Transfer)	Freshman	0.086	-0.083	0.067	0.058
First generation (ref=firstgen)	Not first-generation	0.123	0.031	0.051	0.033
Discipline (ref=undeclared/unknown)	Arts	0.069	0.077	0.031	0.011
	Engineering Computer Sciences	0.029	-0.064	-0.013	-0.007
	Health Prof & Clinical Sciences	0.010	0.008	-0.002	0.007
	Humanities	0.071	0.085	0.041	0.006
	Life Sciences	-0.022	-0.001	-0.031	0.002
	Physical Sciences Math	-0.018	-0.009	-0.016	-0.013
	Professional Fields	0.030	0.040	0.015	0.009
	Social Sciences Psychology	0.064	0.018	0.040	0.000

Notes: (1) Highlights indicate  $p < 0.0001$  (2) Campus was controlled in the model but results not shown due to space

# Effects of Diversity on College Outcomes & Experience

## Standard Estimates of Diversity Factors



# Summary

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- Student perceptions of diversity vary by student characteristics.
- Dimensions of diversity have impacts on student academic outcomes and the student experience.
  - The influence is stronger for:
    - campus climate
    - exposure to diversity
    - commitment to diversity
  - On:
    - academic engagement
    - sense of belonging
    - student satisfaction

# Summary

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- The strongest relationships for each of our outcomes, holding student characteristics and campus constant are:
  - Respect to identities to College GPA
  - Exposure to diversity to Academic Engagement
  - Campus commitment to diversity to Sense of belonging and Student satisfaction

# Methodology: UC Diversity

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Fall 2016	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC
Staff Racial/Ethnic Diversity Index	0.73	0.61	0.70	0.74	0.66	0.71	0.67	0.61	0.56
Faculty Racial/Ethnic Diversity Index	0.58	0.52	0.57	0.58	0.61	0.60	0.52	0.50	0.54
Undergraduate Racial/Ethnic Diversity Index	0.76	0.78	0.75	0.78	0.67	0.70	0.76	0.77	0.75
% Pell Recipients	27.7%	38.4%	42.3%	33.8%	60.7%	55.8%	34.3%	36.5%	39.3%
% First Generation	27.6%	42.5%	50.3%	34.6%	70.2%	57.7%	37.9%	42.4%	42.0%

Diversity Index as indicator of heterogeneity =  $1 - \sum P_i^2$

- $P_i$  = proportion of  $i$  racial/ethnic category

Racial/Ethnic Diversity across campuses are similar

Greatest differences in % Pell and % First Generation

# Future Directions

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Consider campus diversity in an Hierarchical Linear Model

- Current study has few schools for level 2 indicators of diversity
- Level 2 indicators within this sample are relatively homogenous

# Discussion Questions

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- What is the climate on your campus based on your observation?
- What are the initiatives your campus is doing that you would like to share?
- What are the challenges you face in improving the campus climate and overall experiences of the students?
- What are the lessons learned that are worth sharing?
- What are the future areas of research you would like to see in this area?

# Thank you!



# PLEASE FILL OUT AN EVALUATION FOR THIS SESSION

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Catalina C3  
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## DESCRIPTION

[Evaluate this session](#)

Predictive analytics are being utilized more and more frequently in higher education as we aim to determine ways we can better determine which students are likely to be successful on our campus. With holistic data becoming more readily available and advanced statistical techniques becoming more higher-education friendly, it's clear that innovative uses of data are not merely some passing fad. Yet, for campus stakeholders, figuring out ways to start making use of data and conducting predictive analyses can be a daunting task. In this bootcamp, we will work with live datasets together to determine

# THANK

# YOU!